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TRANSFER STUDENTS SPEAK OUT.

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During the week of April 22, 1968, two workshops were held at the University of Florida under the sponsorship of the Student Mental Health Project MF 14789, "Preventive Action in College Mental Health," with additional support from the Florida Department of Education. The workshops represent one of the demonstration programs developed under this project grant in pursuit of the project goals to create preventive action programs to facilitate student mental health. The purposes of these workshops were: (1) to provide opportunities for transfer students to report their experiences, feelings and evaluation of their transitional experiences to counselors from the junior colleges from which they transferred; and (2) to provide opportunities for the junior college counselors and university administrators, deans and mental health personnel to discuss these student reports in order to determine ways in which the university and the junior colleges might modify their programs and work together toward better articulation of program sequences to facilitate effective student development and reduce sources of disruptive transitional distress. Recommendations are made. Appended are the schedule of workshop activities, a list of the junior college and university participants, and a table noting the number of junior college representatives, students, and groups involved in interviews. (Author)

STUDENT MENTAL HEALTH PROJECT

UNIVERSITY OF FLORIDA

GAINESVILLE

TRANSFER STUDENTS SPEAK OUT

Report of Two Workshops

Ben Barger, Carl Clarke and Everette Hall

Mental Health Project Bulletin No. 39

June 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH

NATIONAL INSTITUTE OF MENTAL HEALTH PROJECT MH 2144

TRANSFER STUDENTS SPEAK OUT

Report of Two Workshops

Ben Barger, Carl Clarke and Everette Hall

Experiences of discontinuity which often accompany transition from one setting to another, from one role to another, or from one institution to another can produce either growth-producing challenge or threatening frustration and failure, depending on how adequately one is able to cope with the demands of the new situation.

It follows, therefore, that periods of transition provide special opportunities for the enhancement of growth and for the prevention of failure experiences. It is this line of reasoning, applied to the transitional experiences of students coming to the University of Florida from junior college settings which is the subject of this report.

The University of Florida mental health program has from its inception sought ways to apply the public health principles of prevention and early identification as they are related to the healthy emotional development of university students. Over the years it has become increasingly apparent that the more adequately students are prepared to undertake the demands of university life and the more realistic are their expectations and understanding of these demands and of themselves,

the more constructive and growth-producing does the transitional experiences become.

The guidance personnel of Florida's many junior colleges become, therefore, key resources for providing accurate information about state universities, their opportunities and demands. They can also provide valuable assistance to their students in making wise curriculum plans which will best prepare them for the upper-division programs they desire at the state universities. They can help students assess their abilities, motivations and self-expectations in terms of how realistic their decisions are about a given state university and upper-division major. Therefore, they are in strategic positions to assist students in making the wisest choice of upper-division programs and institutions as well as to encourage students to provide themselves with the kinds of life-experiences which will prepare them for the greater autonomy, responsibility, and self-sufficiency which university life demands.

It is reasoned that the more clearly junior college guidance personnel understand the transitional experiences of their students who enter the University of Florida, the more adequately they can help other students prepare themselves for these transitional experiences. In addition, the more clearly university faculty and administrators understand the experiences and concerns of transferring students, the more adequately they can assist in making the transition constructive and meaningful. To this end, the Mental Health Project staff initiated

two workshops during the week of April 22, 1968, to which representatives of thirteen junior colleges and eleven university administrators participated.

The workshops brought together counselors from several junior colleges, representatives from university administrative offices most directly involved with transferring students, deans from several of the larger colleges within the university, graduate students from the guidance institute in the College of Education and 165 transfer students from the respective junior colleges.

Opportunities were provided for the university representatives to discuss issues of special concern to students transferring to the university. Two group interviews were scheduled for each junior college counselor with a number of students from his junior college who had transferred to the University of Florida at the beginning of the current school term and, therefore, had completed more than two full quarters of university work. A guidance institute trainee from the counselor training program of the College of Education sat in on each group interview, serving as a participant recorder.

In a report session, each junior college counselor summarized the issues discussed by the students from his junior college, highlighting sources of strength and weakness in the programs of both the junior college and the university, and making recommendations. There was opportunity for questions and discussion among the university and junior college representatives and a summarization of the major issues raised.

The accompanying represents a synthesis of the issues highlighted in the two workshops. These are recorded in the belief that they will be useful to those who are concerned with making more meaningful the educational experiences of that rapidly growing number of students who go the junior college-to-university route in pursuit of their undergraduate education.

Details regarding the workshop schedule and participants are included in the appendices.

THE STUDENTS SPEAK

A sense of loyalty to the junior college the student had attended was unmistakable in the comments of the great majority of the transfer students who participated in the workshops. Also evident was their excitement and the sense of challenge which they had found at the university. There seemed to be concensus that their junior college experience was a good intermediate step between high school and the university.

Most declared that if they had it to do over, they would again do their lower-division work at the junior college. Some felt that they probably would not have survived their first two years of college work had they undertaken it at the university. Some could not have financed a college education otherwise. Others simply preferred the more personal, less demanding atmosphere of the junior college for their first two years. Almost all of the students found the greater

demands of university life broadening, maturing and confidence building.

Most felt that the junior college had prepared them adequately for the university curricula, with some exceptions noted below. There appeared to be a clear relationship between the size of the junior college and of the community from which the student came, and the degree to which he was aware of the greater impersonalness of the university. Those from smaller junior colleges were more impressed with the impersonal aspects of the university. Nonetheless, many appreciated the greater anonymity, autonomy, and diversity which the university affords.

Students who completed their undergraduate programs at the junior college were much more satisfied with both their junior college experience and with the university than were students who transferred before completing their lower-division work.

Those who had an opportunity to attend the summer registration program found it most helpful and satisfying. Those who did not, were disappointed that they had not been notified that such a program was available. This was probably particularly true this year, because of the widespread dissatisfaction with the fall orientation and registration as it was experienced by freshmen as well as by transfer students. Lower-division transfers were offended by being treated like freshmen during the fall orientation. Upper-division transfers felt shortchanged on orientation in the fall, and many experienced registration as a nightmare.

With some exceptions, most felt they soon lost their transfer student identity and were assimilated into student life on campus.

Major Sources of Frustration and Dissatisfaction

Academic

Much concern was expressed, particularly by students from the larger junior colleges, over finding themselves from one to three quarters deficient in course work to be eligible for admission to upper-division, even after being certified as having completed general education requirements.

Some indicated that they had not taken lower-division prerequisites or recommended electives they could have taken, because the desirability of doing so was not adequately communicated to them. Some complained of changing requirements in upper-division programs which they had not learned about in time to adapt to these changes.

There was widespread dissatisfaction with the upper-division academic advisement. This was expressed particularly in terms of the advisors availability, relative disinterest, hastiness, and the impression they communicated that advisement was an onerous task, to be endured. Some students had experienced contradictory interpretations of requirements and regulations from different advisors. Some disliked quarter by quarter advisement. They would like more long-range planning and greater continuity of relationship with an advisor.

These students indicated that here at the university they feel much less free than they felt at their junior college, to consult with faculty members about problems they were experiencing in connection with a course.

Many complaints were leveled at the quarter system and some of these are indistinguishable from the greater demands and more intense competition which the majority of transfer students experience upon transferring to the university. However, there were many reports of unevenness in the demands of different courses, some courses demanding seemingly unreasonable amounts of reading, papers, or projects. Many found five or more courses to be too diverse and demanding to assimilate in a ten or eleven week period. Many complained of finding their assignments so voluminous that they could neither assimilate material meaningfully nor find time to take advantage of the many cultural and social events available to them on campus. Strong pleas were made for a substantial reduction in the number of two and three hour courses offered, and a corresponding increase in four and five hour courses (particularly in five hour courses), in order to reduce the confusing sense of fragmentation which the present system generates.

Students expressed considerable uneasiness with courses in which grades were based on just one or two examinations. This was especially true where only objective tests were used, thus "putting too much reliance on memorization of details and not enough on the

understanding of principles, trends, and ideas." On the other hand, some students voiced a sense of unreadiness to handle essay examinations adequately.

Complaints were voiced also about the difficulty of understanding a number of foreign professors, especially in the math department but elsewhere as well. Some professors were seen as making no attempt to find out where students were conceptually in order to make their lectures meaningful to them.

There were expressions of some confusion and frustration over the multiplicity of specialized service agencies. Some complained of not knowing where to turn for help; others were disappointed with what they saw as the impersonalness of busy agencies. This appeared to be particularly true of students from the smaller junior colleges where they had come to expect academic and vocational advisement and personal counseling from the same person or from a single multipurpose agency.

Housing

There was a clear preference expressed by a majority of transfer students for off-campus over on-campus housing. Several students reported having found the Off-Campus Housing Office very helpful. Some reported finding their off-campus accommodations cheaper than university housing.

Although some reported a sense of isolation from the university in their off-campus living quarters and felt that it was difficult

to integrate into university activities, others found this to be no problem.

Nearly all of the students who were living in the Towers expressed satisfaction with these new on-campus living units. Others, living in the other residence halls, were divided in their evaluations. There were the common complaints of noisiness and lack of privacy and some expressions of resentment over having to be housed with underclassmen, especially freshmen. Some, especially girls, complained about what they felt are picky regulations.

On the other hand, a number of students appreciated the opportunities which residence hall life provided them to get acquainted with students of diverse goals, interests, backgrounds and values. They liked the ease of involvement in hall activities.

STUDENT RECOMMENDATIONS

A significant number of students recognized the advisability of undertaking a lighter course load in their first quarter at the university than they had been used to carrying at the junior college. This was seen as permitting them to get oriented to the university, and to adapt to the greater demands of many university courses. Many students also recommended that the transfer student be strongly advised not to take a job during his first quarter at the university for the same reasons.

What the junior colleges can do

The students showed considerable agreement that they could have profited from additional experience, during junior college, in the development of better study skills and better reading skills, as well as the preparation of research papers and the writing of essay examinations.

Many would have liked to have had heavier outside reading assignments. Others would have preferred a reading course to increase their reading speed and comprehension.

A number expressed the wish to have had better preparation for the language placement examinations.

Students spoke of a desire to have had better vocational advisement at the junior college so that they might have made a firmer vocational choice earlier. This would have permitted an earlier start on pre-professional or other upper-division requirements. Needs were expressed too, for more detailed and more accurate information regarding upper-division and pre-professional requirements. Some felt that a one-hour course taken in junior college to orient them to university life would have been very helpful.

Some expressed a wish that they could have been treated more like adults at their junior college because this would have been better preparation for the considerably greater demands in university life, to assume responsibility, make important decisions, be self regulating, etc.

What the university can do

The students' major recommendations for the university include:

(1) when new requirements are instituted, permit junior college students to follow the requirements as outlined in the catalogue under which they originally started their lower-division program instead of being required to meet the new requirements as they are added;

(2) expanding the summer orientation program so that all transfer students can be invited to participate;

(3) move toward making it possible for a typical schedule under the quarter system to be three 5 hour courses instead of five or more 2, 3 and 4 hour courses;

(4) make it possible for academic advisement to be a more personal, less hurried experience, preferably with the same advisor each time, in which longer range planning can be accomplished, and more accurate information can be communicated;

(5) provide more opportunities for transfer students to involve themselves in ongoing student activities and in student organizations to facilitate their identification with university life.

THE JUNIOR COLLEGE COUNSELORS SPEAK

Speaking for students who had had special difficulty gaining admission to the university or who had failed to do so, counselors expressed concern over the distinction which exists between the completion of general education requirements and the requirements for admission to various upper-division programs.

They emphasized that junior college students need to be made aware that there are really two levels of admission to the university; (1) certification by the registrar's office of acceptable completion of general education requirements including the accumulation of acceptable grades in required courses and an adequate overall grade average, and (2) acceptance by an upper-division college, which may require additional special pre-requisites or special grade achievement requirements.

Another issue of special concern to several counselors was the plight of the student who had started his college work at a four year college or university and had done poorly. The counselors felt that if he transferred to a junior college, had made up his grade deficiencies and completed the general education requirements satisfactorily, he should be eligible for admission to the university without additional penalty.

The problems of the articulation of course sequences is also critical. In this regard, two levels of communication between institutions was recognized.

First, <u>departmental</u> representatives from the junior colleges and universities need to get together periodically in order to keep course sequences in order. Then the counselors and advisors who help students plan their academic programs need to be fully and accurately informed about the nature of these sequences and their importance to students with various academic and career goals.

With regard to departmental level articulation, there were reports from both junior college and university representatives of several such efforts that are being actively undertaken, particularly between the universities and the larger junior colleges which can offer a greater range of pre-professional and other specialized areas of study.

The junior college counselors reported that the university catalogue and particularly the University of Florida Junior College Counseling Manual are helpful to them in aiding students with inter-institutional curriculum planning. However, they are often in short supply and there is the inevitable time lag of getting these updated, printed and distributed.

The one or two page outlines of requirements and recommended course sequences which some departments and colleges have prepared and distributed are reported to be very useful to the junior college counselors, not only in closing the lag in catalogue updating but because they are convenient to use as well.

THE UNIVERSITY REPLIES

In response to the issue of two levels of admission to the university, it was acknowledged that the demands and pressures on various upper-division programs dictate the establishment of not only different numbers of lower-division pre-requisites for different colleges, but different standards of academic performance for admission to different colleges. However, it was emphasized that these standards apply to native students as well as to transfer students.

The limited enrollment of the College of Health Related Professions was noted as requiring special processing of applications by the admissions office.

The College of Education's shortage of both faculty and practice teaching supervisors was emphasized. These factors both limit enrollment somewhat and may delay practice teaching assignments by from one to four quarters, especially in elementary education and in the secondary areas of social studies and English.

The colleges of Arts and Sciences, Architecture and Business Administration all noted the pressure they are feeling of too many students and the reluctance this creates to admit students with marginal records.

The College of Engineering, on the other hand, welcomes all eligible students because the need for engineers is great and the facilities for additional students are still available. Nevertheless, the desirability of helping students face realistically that engineering curricula are demanding, requiring considerable conceptual and creative ability was emphasized.

For the student who is making up a deficient academic record, the university's readmission requirements as specified in the university catalogue were noted: (1) eligibility for readmission to all previous colleges attended; and (2) the making up of specific deficiences acquired at this university. The possibility of a student's petitioning the admissions committee was recognized as a mechanism for dealing with special circumstances.

Several problems of articulation make it highly desirable that students who begin their college work at a junior college complete their lower-division general education requirements before transferring to the university. The following reasons for this recommendation were discussed.

The difficulty of adjusting the semester and trimester credits given by most junior colleges, to the university's new system of quarter credits was highlighted. Both credit and content articulation problems occur in a number of areas, particularly in math, the physical and biological sciences and languages. Sharp differences in the methods and philosophies of language teaching make it highly desirable for students to complete language requirements at one institution, either the junior college or the university.

Meeting the university's lower-division R.O.T.C. and physical education requirements create problems for students who transfer as lower-division students.

Finally, the extremely high demand for speech courses which is created because speech is a requisite in so many upper-division curricula, makes it very important that junior college students take speech before they transfer to the university. Otherwise, they may face long delays in meeting this requirement through the speech sections that are available at the university.

Another issue that was emphasized by the upper-division deans was the disservice which is done to students who have predominantly "C" grades if they are not strongly encouraged to do their upper-division

work elsewhere than at the University of Florida. The point was made that many students with such records have been "treated kindly" or "given the benefit of the doubt" in some courses in which they probably did only "D" work. Such students have very poor survival rates in upper-division at the university.

Several of the upper-division deans recognized the deficiencies in the academic advisement in their colleges and acknowledged the difficulty in getting sufficient numbers of faculty who are motivated to give the time it takes to do the job adequately.

RECOMMENDATIONS FROM COUNSELORS AND DEANS

A number of additional recommendations emerged from the dialogue between the junior college counselors and the university deans and administrative staff about the issues discussed above.

The universities and junior colleges need to continue and intensify communication between upper and lower-division curriculum developers, on a departmental basis, in order to insure maximum continuity of course sequences--particularly in the sciences and mathematics.

Curriculum modifications need to be reflected in clear changes in both university and junior college catalogue descriptions of these courses, their sequential relationships and their relationships to preparation for various professions and major areas of study--as promptly as possible.

This material needs to be reflected clearly and promptly also in the Junior College Counseling Manual which the university prepares for advisors of lower-division students.

Whenever modifications in the course requirements or recommended electives for a degree program are made by upper-division departments, the prompt preparation and distribution of one or two page summaries which reflect such changes will be very helpful to advisors or lower-division students at both the university and the junior colleges.

In addition to such efforts to minimize problems of articulation between upper and lower-division programs, students need to be encouraged to read carefully the catalogue(s) of the university(ies) he contemplates entering--as early in his college program development as possible.

Should questions remain after discussion with his junior college or lower-division advisor he should be encouraged to contact an advisor or assistant dean of the upper-division college he plans to enter. The junior college counselors too, are encouraged to correspond with or contact by telephone university administrative or departmental personnel when issues arise which need clarification.

To address the issue of providing more adequate upper-division academic advisement the possibilities of employing either professional counselors for this task, as a number of junior colleges have done successfully, or interested faculty wives or other qualified non-professionals who might work on a part-time basis, were suggested. The latter approach is apparently working quite satisfactorily at at least one state university.

EVALUATION OF THE WORKSHOPS

The workshops were seen as valuable by virtually all participants. The students expressed appreciation for the interest shown by both the university and by their junior college in exploring their experiences and seeking their recommendations. A number volunteered to return to the junior college to talk with students about their university experiences.

The junior college counselors and administrators reported that they found particularly helpful the opportunities to hear first-hand the range of experiences their students were having and the ways they evaluated both the junior college and the university problems. The counselors indicated, too, that it was helpful to meet key members of the university community to whom they will feel freer to return, to discuss problems which students bring to them.

Several participants indicated that the workshops were the most valuable meetings they had attended in some time. All agreed that they were sufficiently meaningful and important to repeat annually or at least biannually. It was suggested that the junior college and the university might well share the expenses of similar workshops in the future.

Recommendations for Future Workshops

Some counselors would have liked to have met earlier in the year in order to have talked with students who may have failed or dropped out before the third quarter. Some would have liked one or two

interviews with individual students, in addition to the group interviews, in order to have gotten below the "public" experiences to the more personal ones.

Some would have liked a more representative sample of students--if possible, at least one from each college of the university. Some also would have liked for several additional colleges of the university to have been represented in the workshops by a dean or other representative.

In general, however, the organization, timing, and conduct of the workshops was reported to be very satisfying to nearly all participants. They apparently helped to develop new levels of understanding and respect among the junior college and university participants, including the students.

SUMMARY AND RECOMMENDATIONS

Two workshops were held at the University of Florida during the week of April 22, 1968, under the sponsorship of the Student Mental Health Project MH 14789, "Preventive Action in College Mental Health," with additional support from the Florida Department of Education.

The workshops represent one of the demonstration programs developed under this project grant in pursuit of the project goals to create preventive action programs to facilitate student mental health. The purposes of these workshops were: (1) to provide opportunities for transfer students to report their experiences, feelings and evaluation of their transitional experiences to counselors from the junior colleges from which they transferred; and (2) to provide opportunities for the junior college counselors and university administrators, deans and mental health personnel to discuss these student reports in order to determine ways in which the university and the junior colleges might modify their programs and work together toward better articulation of program sequences to facilitate effective student development and reduce sources of disruptive transitional distress.

The following recommendations are among those which emerged from the two workshops.

Recommendations

A. Recommendations to facilitate articulation between junior colleges and the university

(1) Arrange for continuing support of workshops of the sort reported here to be held annually or at least biannually in order to keep university administrators and junior college counselors in touch with transferring students' experiences and feelings, and in communication with each other.

(2) Continue and expand the departmental level meetings between university and junior college curriculum planning faculty in order to maximize articulation in course content and sequences--especially in the areas of math, the physical and biological sciences and languages.

(3) Prepare for wide distribution to all lower-division advisors (both the university and junior colleges) one or two page outlines of the required and recommended course sequences for various pre-professional and degree programs. This is especially important when changes have been made in program requirements.

(4) Insure that all such changes are incorporated in both the university catalogue and the Junior College Counseling Manual whenever these are updated, and that current printing of both of these documents receive prompt and wide distribution.

B. Recommendations for junior college students who plan to transfer to the university

(1) Read the university catalogue carefully as early as possible.

(2) Consult junior college counselor regarding plans to continue education into upper-division as early as possible.

(3) If questions remain after steps 1. and 2. above, contact university advisor or assistant dean in the upper-division college the student plans to enter.

(4) COMPLETE lower division general education requirements and as many lower division pre-requisites as possible before transferring to the university.

(5) If speech is required in student's degree program be sure to take it in junior college if at all possible.

(6) Language requirements should be completed in junior college or not undertaken until after transferring to the university.

(7) All lower-division sequences in the physical or biological sciences or math which have been undertaken in the junior college should be completed before transferring.

(8) Determine early whether the requirements for admission to an upper-division program may be higher than those for satisfactory completion of the lower-division general education program.

(9) Get as well acquainted with the university of choice as possible.

(10) Gain experience with assuming responsibility, periods away from home, with group living, self-regulation and similar aspects of university life.

C. Recommendations for junior colleges regarding programs for university bound students

(1) In some courses, require somewhat heavier reading assignments, additional research and review papers, and some essay examinations.

(2) Provide a reading development course or a reading laboratory.

(3) Provide additional vocational advisement resources.

(4) Establish a one credit course, Orientation to University Life.

D. Recommendations for the university regarding transfer students

(1) Continue and enlarge the very effective summer orientation and registration program in order to accommodate all transfer students who wish to participate.

(2) Provide an effective program of orientation and registration for transfer students who are unable to register in the summer.

(3) Improve considerably the effectiveness of upper-division academic advisement in terms of:

(a) personnel to serve as advisors who are personally motivated to assist students in this manner;

(b) greater availability of advisors;

(c) greater continuity of advisor-advisee relationship;

(d) opportunity for longer range program planning than simply on a quarter by quarter basis.

(e) more fully and more accurately informed advisors with sufficient time to advise effectively.

(4) Increase the number of 4 and 5 credit courses and decrease number of 2 and 3 credit courses in order to enable students to carry a full academic load with only three or four courses.

(5) Integrate transfer students fully into university life as promptly as possible, avoiding continued labeling which implies second class citizenship.

APPENDICES

Schedule of Workshop Activities

Junior College Participants

University Participants

Number of Junior College Representatives, Students, and Groups Involved in Interviews

JUNIOR COLLEGE TRANSFER STUDENT WORKSHOPS
Student Mental Health Project
(NIMH Project MH 14789)

April 22, 23 and 25, 26
Reitz Florida Union

FIRST DAY--SCHEDULE OF WORKSHOP ACTIVITIES

ORIENTATION SESSION

10:00-10:50 A.M. — Part I — Room 346

Introduction of workshop participants from the junior colleges and the University of Florida --- Dr. Carl Clarke, Coordinator.

University participants from the following offices will describe their procedures in helping the transfer student begin his university life.

Registrar	Mr. Dick Ridge, Dir. Undergraduate Admissions
Student Affairs	Mr. Don Mott, Asst. Dean of Men
Housing Division	Mr. Fred Kind, Asst. Dir. Men Counselors
	Miss Phyllis Mable, Asst. Dir. Women Counselors
University College	Dr. Frank Doty, Dean
	Dr. George Bently, Asst. Dean

11:00-12:00 — Part II — Room 346

University participants from the following five colleges will describe their procedures in assisting transfer students in pursuing their upper-division majors and will present some observations on their performance.

Arts and Science	Dr. Ernest Cox, Asst. Dean
Architecture and Fine Arts	Mr. Joseph Sabatella, Asst. Dean
Business Administration	Mr. George Sims, Asst. Dean
Education	Miss Esther Morgan, Counselor Undergrad. Ed.
Engineering	Col. Edward Jacunski, Asst. Dean

12:00-1:15 P.M. — Luncheon — Cafeteria Room 150-D

INTERVIEW SESSION

1:30-2:15 P.M. Interview Preparation Room 118

Interview instruments and procedures which have been developed for this workshop will be described and discussed. Each junior college participant will be assisted by a graduate student from the NDEA Guidance Institute, College of Education, in interviewing transfer students from his own junior college.

2:30-3:20 P.M. First Group Interview Rooms 118, 150A,C,D,F,G

Five first-year transfer students from each of the participating junior colleges will be present for group interviews. These interviews will focus on various satisfying and dissatisfying university experiences and their relationship to junior college preparation and university conditions.

3:30-4:15 Assessment and Report Planning Room 118

Reassembling, all interviewers will assess the first group interview, sharing experiences in order to improve interview procedures for the second group.

Guidelines for organizing the interview data into reports will be discussed.

The remainder of the time will be left for junior college participants and Guidance Institute assistants to discuss their group interviews and begin organizing their observations into a written report.

4:30-5:20 P.M. Second Group Interview Rooms 118, 150A,C,D,F,G

5:30-6:00 P.M. Final Assessment and Report Planning Room 118

A final briefing will be given regarding organizing the data from the two group interviews into a report which will be given the following morning.

Interviewers should anticipate using some time this evening and the first part of the next morning for developing and writing their reports.

SECOND DAY--SCHEDULE OF WORKSHOP ACTIVITIES

REPORT SESSION

10:00-12:00 A.M. Room 346

A summary report will be given on the results of the questionnaire which was administered to the interviewees several days prior to the group interviews. This questionnaire assessed those aspects of the junior college and the university which affected the transitional experience positively and/or negatively.

Each junior college participant will report his observations and findings from his two group interviews.

All the university participants present the previous day have been invited to return to hear these reports and to discuss their significance and implications for program modifications.

12:00-1:15 P.M. Luncheon Cafeteria Room 150-D

REACTION AND RECOMMENDATION SESSION

1:30-3:00 P.M. Room 346

The junior college and university participants will discuss the significance of the reported findings giving special consideration to the implications for improving and further developing those services and activities which the junior college and university provide for the benefit of the transfer student.

Consideration will be given to the possible ways in which recommendations generated from this discussion may be implemented at the junior college and university level.

Initial evaluations of the workshop will be discussed.

JUNIOR COLLEGE TRANSFER STUDENT WORKSHOPS
Student Mental Health Project
(NIMH Project MH 14789)

JUNIOR COLLEGE PARTICIPANTS
April 22-23 Workshop

Junior College	Participant	Position
Miami-Dade 11380 N.W. 27th Ave. Miami, 33167	Mr. H. G. Williams	Coordinator, Academic Advisement
	Mr. Frank Digges	Counselor
St. Petersburg 6605 5th Ave. N. St. Petersburg, 33710	Mr. William Ardiff	Director, Counseling St. Petersburg Campus
2465 Drew St. Clearwater	Mr. Kimber Moran	Director, Counseling Clearwater Campus
Palm Beach 4200 Congress Ave. Lakeworth, 33460	Miss Helen Diedrich	Counselor
	Miss Beth Davey	Dean of Women
Brevard Clear Lake Road Cocoa, 32922	Mrs. Corrine O'Brien	Counselor
Orlando 901 N. Highland Ave. Orlando, 32803	Mr. John McClain	Registrar
	Dr. Jack E. Bradbury	Director of Guidance
Central Florida P. O. Box 1388 Ocala, 32670	Mr. George Hitchcock	Associate Dean of Student Affairs

JUNIOR COLLEGE PARTICIPANTS
April 25-26 Workshop

Junior College	Participant	Position
Broward Ft. Lauderdale	Mr. Thomas Parker Mr. Gib Cameron	Counselor Counselor
St. Johns River 5001 St. Johns Ave. Palatka, 32077	Mr. John R. Nobis	Counselor
Daytona Beach Daytona Beach	Mr. Arthur M. Phelps	Counselor
Pensacola 1000 College Blvd. Pensacola, 32504	Mr. Ralph Soelzer	Supervisor of Counseling
Lake City Lake City, 32055	Miss Jean Williams	Guidance Counselor
Lake-Sumter Leesburg, 32748	Dr. Dixie J. Allen	Dean of Student Personnel
Sante Fe 723 W. University Ave. Gainesville, 32601	Dr. Ann Bromley Mr. Robert Myers	Associate Dean of Students Counselor

JUNIOR COLLEGE TRANSFER STUDENT WORKSHOPS
Student Mental Health Project
(NIMH Project MH 14789)

UNIVERSITY PARTICIPANTS

Participant	Position	University Office or College
Project Staff		
Dr. Carl Clarke	Workshop Coordinator	Mental Health Project
Dr. Ben Barger	Director	Mental Health Project
Dr. Everette Hall	Co-Director	Mental Health Project
College Representatives		
Mr. Joseph Sabatella	Assistant Dean	Architecture and Fine Arts
Dr. Ernest Cox	Assistant Dean	Arts and Sciences
Mr. George Sims	Assistant Dean	Business Administration
Miss Esther Morgan,	Counselor, Undorgrad.	Education
Col. Edward Jacunski	Assistant Dean	Engineering
Dr. Frank Doty	Dean	University College
Dr. George Bentley	Assistant Dean	University College
Administrative Representatives		
Mr. Dick Ridge	Director, Undergraduate Admissions	Registrar
Mr. Don Mott	Assistant Dean of Men	Student Affairs
Mr. Fred King	Assistant Director, Men Counselors	Housing Division
Miss Phyllis Mable	Assistant Director, Women Counselors	Housing Division
Guidance Trainees		
Mrs. Mary Randall	Graduate Student	Guidance Institute
Mr. Ralph Coburn	Graduate Student	Guidance Institute
Mr. John McCluskey	Graduate Student	Guidance Institute
Mrs. Helen Thomason	Graduate Student	Guidance Institute
Mr. L. D. Johnson	Graduate Student	Guidance Institute
Mr. Russ Hite	Graduate Student	Guidance Institute
Miss Christine Touey	Graduate Student	Guidance Institute
Mr. Clay Arnold	Graduate Student	Guidance Institute
Mr. John Schomisch	Graduate Student	Guidance Institute
Mr. Tim McGuirl	Graduate Student	Guidance Institute
Mr. Bill Taylor	Graduate Student	Guidance Institute
Mr. Scott Robinson	Graduate Student	Guidance Institute
Mrs. Ruby Beal	Graduate Assistant	Guidance Institute
Mrs. June Dunham	Graduate Assistant	Guidance Institute
Mrs. Erleen Varner	Graduate Student	Personnel Services
	Other Participants	
Dr. Emerson Tully	Director, Educational Research	Board of Regents
Dr. Eugene Schoch	Consultant, Student Personnel	State Board of Education

JUNIOR COLLEGE TRANSFER STUDENT WORKSHOPS
Student Mental Health Project
(NIMH Project MH 14789)

NUMBER OF JUNIOR COLLEGE REPRESENTATIVES, STUDENTS AND GROUPS INVOLVED IN INTERVIEWS

Junior College	Representatives	Students	Groups
Miami-Dade	2	21	3
St. Petersburg	2	20	3
Palm Beach	1	12	2
Brevard	1	10	2
Orlando	2	18	3
Central Florida	1	12	2
Broward	2	10	2
St. Johns River	1	10	2
Daytona Beach	1	16	2
Santa Fe	2	8	2
Lake City	1	4	2
Lake-Sumter	1	13	2
Pensacola	1	11	2
TOTAL	18	165	29